**DOCUMENT RESUME**

ED 039 352 VT 011 013

| | |
|---|---|
| TITLE | The Vocational Education Amendments of 1968. |
| INSTITUTION | Office of Education (DHEW), Washington, D.C. Bureau of Adult, Vocational, and Library Programs. |
| REPORT NO | OE-80064 |
| PUB DATE | Jun 69 |
| NOTE | 13p. |
| AVAILABLE FROM | Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80064, $.15) |
| EDRS PRICE | EDRS Price MF-$0.25 HC Not Available from EDRS. |
| DESCRIPTORS | Cooperative Education, Curriculum Research, Educational Finance, Educational Programs, Educational Research, *Federal Aid, *Federal Legislation, *Vocational Education |
| IDENTIFIERS | *Vocational Education Amendments of 1968 |

ABSTRACT

The Vocational Education Amendments of 1968 extend the work of the 1963 amendments, but the emphasis has changed from occupations to people. National and state advisory councils are required. In addition each state must submit a plan consisting of administrative policies and procedures and an annual and 5-year program plan. Part of the authorized funds are allocated to permanent programs in cooperative vocational as well as consumer and homemaking education, while the remainder is allocated to the permanent programs of research and training in the area of curriculum development and personnel training. Programs in work-study, residential schools, and exemplary projects have been authorized for a limited period. States participating in the program must meet certain requirements in providing federal funds for vocational education programs. (SB)

OE-80064

# THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

Robert H. Finch, Secretary

James E. Allen, Jr., Assistant Secretary and Commissioner of Education

# FOREWORD

The purpose of this booklet is to provide a brief résumé of the Vocational Education Amendments of 1968 for local school administrators, teachers, and members of school boards and advisory committees.

In passing the amendments, Congress has given America's public schools a mandate which is probably the most challenging in their history. This legislation is aimed at making occupational preparation a major responsibility of our schools. It seeks to strengthen and expand existing programs and develop new ones designed to equip slum youths, disadvantaged adults, and handicapped persons with job skills and to meet the Nation's manpower needs.

This publication is issued for information purposes only. It does not have the effect of law, regulation, or ruling. It is intended to assist those persons directly associated with vocational education to meet their responsibilities.

Grant Venn
*Associate Commissioner for Adult, Vocational, and Library Programs*

# THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

The purpose of the Vocational Education Amendments of 1968 is to help improve the ability of the Nation's schools and community colleges to respond to new technological, social, and educational needs.

Sweeping changes wrought by technology are evident all around us. New methods, materials, and machines are shaping a new world in which knowledge and skill are paramount. Much more than mere literacy and physical vigor is required of most people working with the new processes of an advancing technological society.

Therefore, each year, there are fewer low-skill jobs and more openings for highly trained personnel in industry, business, technical fields, and the many services that minister to human needs. Obviously, education itself must adjust to these trends. Broader occupational preparation must be provided for high school students; more of them must continue their occupational education after high school; and millions of adults must be prepared for new or even different careers.

Since 1917, with the Smith-Hughes Act, the local-State-Federal partnership in vocational education has helped schools and post high school institutions prepare persons for the labor market and upgrade the work force.

The Vocational Education Act of 1963 brought many changes in this partnership. Most significantly, it shifted program emphasis from limited occupational categories to major groups of people in need of training—new entrants to the job market, jobholders ready for upgrading, those in need of retraining, and persons with particular problems who find it especially difficult to get ahead in the changing world of work.

The Vocational Education Amendments of 1968 continue this emphasis on people instead of occupations. Major new requirements added by this law are annual and long-range planning and procedures for participation in the planning, review, and evaluation of vocational and technical education.

## Advisory Councils

The new amendments create a National Advisory Council on Vocational Education appointed by the President. Its 21 members must include persons who are familiar with vocational education and manpower training programs, spokesmen for labor and management, experts in the training of handicapped and socioeconomically disadvantaged persons, and representatives of the general public, including parents and students.

The independent National Advisory Council, which meets at least

quarterly, advises the Commissioner of Education and reports annually to Congress. It conducts and issues its own reviews and evaluations of programs operated under the amendments, giving special attention to possible duplication of postsecondary and adult programs within geographic areas.

Each State receiving Federal funds under the Vocational Education Amendments must establish a counterpart advisory council. In addition to the types of representation required for the National Advisory Council, members of the State councils must also represent postsecondary institutions which provide occupational education, local educational agencies and school boards, and State industrial and economic development agencies. State councils are appointed by Governors or by State boards of vocational education that are elected rather than appointed.

State advisory councils must consult with the State board on development of its annual and long-range plan for federally-assisted vocational education. They advise the State board on administration of the program and conduct independent evaluations at least annually.

## State Planning

Under the Vocational Education Amendments of 1968, each State participating in the program must submit a State plan annually consisting of three parts: the initial State plan which sets forth the administrative policies and procedures to be followed, amended thereafter only when necessary; an annual program plan which describes and justifies the activities, programs, and services to be provided in the first year of the State's 5-year plan; and a 5-year plan which describes the State's immediate and projected needs for vocational education, sets forth the objectives of the State's vocational education program, and explains the manner and extent to which these objectives will be achieved. The long-range plan must be realistic in its assurance of substantial progress toward meeting the needs of potential students for vocational education.

State plans are revised and extended each year and must be the subject of at least one public hearing conducted by the State board for vocational education before they are submitted to the Commissioner of Education for review and approval. The State must give the public access to the approved plans and statements of policies, regulations, and procedures applicable to their administration.

# PERMANENT PROGRAMS

The Congress authorized $565 million for fiscal year 1970, $675 million for fiscal year 1971, $565 million for fiscal year 1972, and $565 million for fiscal year 1973 and for each succeeding fiscal year. These amounts replace and expand the funds previously available under other Federal vocational education laws. The Congress determines the amount to be appropriated each year within the authorized amounts.

## Funding

Except for relatively small sums reserved by the Commissioner for manpower studies by the Secretary of Labor and for the National and State Advisory Councils, the annual permanent program appropriation is divided as follows: Nine-tenths is allocated to the permanent program of vocational education for persons of all ages that is discussed here, and one-tenth is allocated to the permanent program of research and training in vocational education that is discussed on page 11.

Funds for both purposes are allotted among the States in accordance with a formula set forth in the law on the basis of the number of persons in each State of various age groups needing vocational education and the State's per capita income. Funds allotted to a State which cannot be used in that year for approved programs may be reallotted by the Commissioner of Education first to other programs in the State and then to other States.

Except in the Trust Territory of the Pacific Islands and American Samoa, these funds must be fully matched by State or local funds. However, Federal funds may cover up to 100 percent of the costs of special programs for the disadvantaged, for which the new law authorizes $40 million for fiscal year 1970. Previously, the vocational education acts required separate matching by purpose and occupation; the new amendments, however, provide for overall matching on a statewide basis.

## Eligible Programs

The State must use at least 15 percent of its annual basic vocational education allotment, for programs for the disadvantaged (persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular programs); at least 15 percent for postsecondary programs; and at least 10 percent for handicapped persons (who because of their physical or mental condition cannot succeed without special educational assistance or require a modified vocational education program).

States may use the remainder of their basic grants for vocational education programs for high school students; programs for persons in the labor

market who need training or retraining; construction of area vocational school facilities; vocational guidance and counseling; training arrangements with nonprofit agencies and private postsecondary institutions; and such ancillary activities and services as teacher training and supervision, special demonstration and experimental programs, development of instructional materials, improved administration and leadership, and program evaluation.

## Local Eligibility

The 1968 legislation requires States to meet certain requirements in providing Federal funds for local vocational education programs. Due consideration must be given to the relative needs of each population group for vocational education, particularly disadvantaged or handicapped persons. Due consideration must also be given to the current and projected manpower needs and job opportunities in the State.

In addition, States may not require uniform local expenditures to match State or Federal funds but must permit variations in economically depressed communities and those with high rates of unemployment. The relative fiscal capacity of local education agencies to provide vocational education programs must be taken into consideration.

No local education agency making a reasonable fiscal effort may be denied funds under this law solely because it is unable to pay the non-Federal cost of new programs. Local education agencies are assured opportunities to challenge State decisions with respect to their applications for funds, including review by Federal courts.

States must require that applications from local education agencies for these Federal funds be developed in consultation with other local educational and training resources and be related to the Comprehensive Area Manpower Plan, if one exists. Local planning must be satisfactory to the State, and the local plan must set forth the manner in and extent to which the local program will meet the needs of various population groups for vocational education.

## Consumer and Homemaking Education

The Vocational Education Amendments of 1968 authorize $25 million for fiscal year 1970, $35 million for fiscal year 1971, and $50 million for fiscal year 1972 for consumer and homemaking education programs. These funds are allotted among the States on the basis of their population in specified age groups and per capita income within the State. The allotments must be fully matched by State or local funds except in economically depressed areas and those of high unemployment where Federal funds may be used for 90 percent of program costs. At least one-third

of the State's allotment must be used in these communities.

Eligible programs must be designed to prepare youth and adults for the role of homemaker or contribute to their employability in the dual role of homemaker and wage earner. Consumer education must be an integral part of these education programs. Preparation for professional leadership is to be encouraged, and funds may be used to provide ancillary services and activities.

## Cooperative Vocational Education Programs

The Act authorizes $35 million for fiscal year 1970, $50 million for fiscal year 1971, and $75 million for fiscal year 1972 for cooperative vocational education programs. After a small percentage is reserved for outlying jurisdictions that are not States, available funds are allotted among the States on the basis of their respective population of ages 15-19. Each State must be allotted a minimum of $200,000.

In a cooperative program, students alternately attend school and work in positions related to their vocational studies. States must give priority to applications from local education agencies in communities with high rates of school dropouts and youth unemployment. Federal funds may be used for as much as 100 percent of program costs.

Either public or private employers may provide on-the-job training in this program. Student employees may not displace other workers and must be compensated in accordance with applicable laws and regulations. Employers may be reimbursed for additional costs incurred through employment of students. No Federal funds are paid directly to students.

States may use their Federal allotments for coordination and supervision of cooperative programs, instruction related to work experience, curriculum materials, special services such as transportation of students, and for program evaluation.

# PROGRAM DEVELOPMENT

In addition to the aforementioned programs, most of which have no expiration date, the amendments also authorize for a limited period certain programs intended mainly to stimulate innovative or developmental efforts in vocational education.

## Work-Study Programs

Work-study programs differ from cooperative vocational education programs in that employment is arranged for students in work-study programs to enable them to continue their vocational education. Their work-study jobs are not necessarily in fields related to their studies, and by law they must be employed by the local educational agency or other public agencies or institutions.

For fiscal year 1970 the act authorizes $35 million for work-study programs. Appropriated funds are allotted among the States on the basis of their population in the 15-20 age group. Up to one percent of each State's allotment or $10,000, whichever is greater, may be used for State program development and administrative costs.

Federal funds must be matched by one State or local dollar to every four Federal dollars. Except for administrative costs, funds may be expended only for compensation of students.

No student may be employed for more than 15 hours in any week in which his classes are in session. Students may not receive more than $45 per month or $350 in any academic year, but their compensation may be increased to $60 per month or $500 per academic year if their school is not within reasonable commuting distance. If the student is not attending classes during the summer, there is no limitation on his hours of employment or the amount of compensation he may earn. His summer earnings will not limit the compensation paid to him during the academic year under work-study programs.

## Exemplary Programs and Projects

This section of the 1968 amendments is intended to stimulate "new ways to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies."

For these purposes, the law authorizes $57.5 million for fiscal year 1970,

$75 million for fiscal year 1971, and $75 million for fiscal year 1972. After reservation of a small percentage for outlying jurisdictions that are not States, these funds are allotted among the States on the basis of their population in the 15-19 age group.

Half of each State's annual allotment is available for expenditure by the State for 2 consecutive fiscal years. The other half, which remains available until utilized, is used for grants or contracts within the State by the Commissioner of Education. Federal funds pay the entire cost of programs approved by the State board of vocational education and the entire amount requested in applications to the Commissioner of Education. No program will be supported for more than 3 years.

State boards may make grants of these funds to local education agencies, public or other nonprofit agencies, and private firms. The Commissioner of Education may make grants to State boards or local education agencies and to public or other nonprofit agencies.

These funds may be used for model or demonstration programs which help disadvantaged youth, familiarize students with career opportunities, provide occupational counseling in the last years of high school or during initial job placement, broaden or improve curriculums, and recruit vocational teachers. Programs that release young workers from their jobs to attend school on a part-time basis, exchange personnel between schools and other organizations, including business firms, and provide work experience for students during the school year or summer also qualify for these funds.

## Residential Schools

Three related provisions of the act authorize new programs for residential vocational education.

First, the law authorizes $30 million for fiscal year 1970, $35 million for fiscal year 1971, and $35 million for fiscal year 1972 for grants by the Commissioner of Education to State boards of vocational education, colleges and universities, and local education agencies for the construction, equipment, and operation of residential schools for the vocational education of youth between 15 and 21 years of age. In awarding these grants, the Commissioner of Education is required to give special consideration to large urban areas with many unemployed youth and dropouts and also to achieve an equitable geographical distribution of the schools.

Second, the law authorizes $15 million for fiscal year 1970 for the States to plan, construct, and operate residential vocational schools for youths between ages 14 and 21. These funds are to be allotted among the States on the basis of their population, and funds not used by the States may be reallotted among others.

These funds may cover up to 90 percent of approved costs and may be awarded to State boards of vocational education, public education

agencies, or other public organizations or institutions within the State. Special consideration is to be given geographical areas with disproportionate numbers of youths who have dropped out of school or are unemployed.

Third, the law authorizes $10 million for fiscal year 1970 and each year thereafter for annual grants by the Commissioner of Education to reduce the cost of borrowing funds for construction of residential vocational schools and dormitories for youth between ages 14 and 21. In awarding these grants, the Commissioner is required to seek an equitable geographic distribution and to give special consideration to urban and rural areas with large numbers of dropouts and unemployed youths.

State boards of vocational education, colleges and universities, and public education agencies are eligible for these grants. The Federal funds may also be used to pay part of the interest on construction loans.

# RESEARCH AND TRAINING

It will be recalled that one-tenth of the amount authorized for the "permanent" program of vocational education (discussed on page 3) is reserved for research and training. These funds are allotted among the States on the basis of their population and per capita income, and funds not used in some States may be reallotted among others.

Half the funds allotted for each State are at the disposal of the State boards of vocational education to support up to three-fourths of the costs of State research coordinating units and nine-tenths of the cost of research grants to colleges and universities, local education agencies, other public or nonprofit agencies, and business firms. These research projects or programs may deal with the special vocational needs of youth, particularly those in economically depressed communities who have academic, socio-economic, or other handicaps. Projects that disseminate information derived from research or demonstrations in the field of vocational education are also eligible.

The remaining half of each State's allotment is available to the Commissioner of Education for use within the State. The Commissioner may award grants to State boards of vocational education, local education agencies, and other public and nonprofit agencies for research, pilot, experimental, demonstration, evaluation, and dissemination projects, certain training activities, and the development of new vocational education curriculums.

The Commissioner also is authorized to support projects that identify new nonprofessional positions in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, as well as projects that develop or evaluate programs of training or which utilize "public service aides" in these fields.

## Curriculum Development

For fiscal year 1970 the law authorizes $10 million to be used by the Commissioner of Education for grants or contracts in the field of curriculum development in vocational and technical education. Colleges and universities, State boards of vocational education, local education agencies, and other agencies and organizations, public and private, are eligible for these funds, which can cover the entire cost of approved projects.

The Commissioner is directed by the act to promote the development and dissemination of curriculum materials for use in teaching occupational subjects; to develop standards for curriculum development in all occupational fields; to coordinate efforts of the States in preparation of curriculum materials and prepare current lists of curriculum materials available in all occupational fields; to survey curriculum materials produced by other

Federal agencies; to evaluate vocational-technical education curriculum materials and their uses; and to train personnel in curriculum development.

## Personnel Training

The act authorizes $35 million for fiscal year 1970 for development of vocational education personnel. This provision is known as Part F—Training and Development Programs for Vocational Educational Personnel—of the Education Professions Development Act.

Institutions of higher education that offer approved programs of graduate education in vocational education are eligible for support of their leadership development programs. Experienced vocational educators may be enrolled in these programs for up to 3 years of advanced, full-time study.

State boards of vocational education are eligible for grants for the full cost of cooperative teacher training or retraining programs. These may include exchange of teachers with skilled technicians in industry, inservice training programs, special institutes, and familiarization of teachers with new curricular materials.

Local education agencies and others are eligible for short term training projects with emphasis on vocational education that are funded under other provisions of the Education Professions Development Act.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1969 0–354-503